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**Using Computer Technology to Front Teach in
First Cycle Cape Verdean ESL Classrooms**



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First Cycle Cape Verdean ESL Classrooms**

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The Jury

Praia, _____ de _____ de 2007

Dedication

From the bottom of my heart, I dedicate this thesis to my mother Augusta Mendes Barbosa, my family and my special daughter Elianne Anilda Silva Soares.

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Thanks must go first to my Lord God, for all the blessings and love received in my life.

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“I believe that computers have much to offer us as English Language teachers and will have more to offer in the future.

But with so seductive, so powerful and so pervasive a technology it is vital to develop and maintain a continuous critique.”

Martin Phillips

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I. Introduction

In the last few years, the numbers of articles, books, and debates have increased markedly about the role of technology in education in the 21st century. According to Christine N. Sabieh (2003), the 21st century expects to witness a different kind of student. It expects to find the student with specific skill abilities, strong basic skills, including oral and written communication skills, and with the knowledge to use technology to build the future (p.1). Nowadays, new technologies, principally the computer, are more and more used in the educational system and the use of the computer in the school has been a frequent theme of some international forums. For instance, in a fifth conference of the European Ministry of Education in 2001, they reported the urgency and necessity of using new technologies in Schools. (As Novas Tecnologias da Informação e Comunicação, n.p).

Warschauer, M. & Healey, D. (1998) in their study claim that recent years have shown an explosion of interest in using computers for language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world (p.1). Cape-verdean students and teachers do not escape from this need to use the computer. In all secondary schools in C.V, there are computers, but there is little use of those computers for educational activities. My attempts, as a Cape-Verdean teacher to use computer technology includes a computer to front teach.

My experience of using computer programs to front teach in Cape Verde ESL classes has solved many problems for me. For instance, my students reacted positively to participation and motivation, they did not sleep in the lesson, they did not ask to

leave the classroom, they made less side conversation and used less mother tongue. However, I wanted to see if my method works for others students and teachers as well. Thus, this research will answer the question: What are the effect of using a computer program to front teach on Cape-Verdean first cycle students' participation and attention to the lesson?

In order to answer the question, I conducted the following research. Chapter 2, the literature review, will first give some details of the history of the computer, how and when they are used as a teaching tool, and some research in the field of CALL, their role in a language learning and teaching, advantages, disadvantages and some guidelines for the use of the computer in the classroom. Chapter 3 will explain the methodology of my action research, which includes classroom observation to determine the effects of using a computer to front teach on the effectiveness of the lesson. In chapter 4, I will analyse the result from the research. Chapter 5 will make some recommendations and general conclusion of the work.

II. Literature Review

2.1 The History of the Computer.

Understanding the history of the computer can help us to see where teaching with a computer began, how rapidly technology is developing, and its influence on teaching language and learning.

Longman's Dictionary of English (1991) defines the computer as a machine that can store and recall information and make calculations at a very high speed (p.151). David Kroenke and Richard Hatch (1993) claim the history of computing began several thousand years ago when people started to count on their fingers and it is characterized by five generations (p. 444).

Each generation of computers is characterized by a major technological development that fundamentally changed the way computers operate resulting in changes of sizes, prices, power, efficiency, and reliability devices. The first computers used vacuum tubes for circuitry and magnetic drums for memory, and were often enormous, taking up entire room (see appendix 2). They were very expensive to operate, in addition to using a great deal of electricity. The UNIVAC and ENIAC computers are examples of first-generation computing devices. At this time, computers were not yet used for educational purposes.

Computers in the years of 1950s and 1960s were characterized as the second generation of computers. Transistors, which were far superior to the vacuum tube, allowing computers to become smaller, faster, cheaper, more energy- efficient and more reliable than their first-generation predecessors. They replaced vacuum tubes, but they were not yet used in language teaching.

In the 1960s, the third generation of computers became available. As Kroenke and Hatch (1993) have noted, "In these computers, integrated circuits were used instead of transistors. An integrated circuit is a complete electrical circuit including many

transistors on a single, small chip of silicon. These chips of third generation computers are smaller, more powerful, and cheaper to manufacture than second-generation computers. Last, third generation-computer also supported interactive, on-line processing” (p.457). It was in the third generation that computers were first used in education.

Nowadays, computers are in their fourth generation. The fourth generation began in the 1980s, and it is characterized by Very Large–Scale Integration (VLSI) and Ultra Large Scale Integration (ULSI) ensuring that millions of components can fit into a small chip. They have become significantly cheaper and more and more powerful. The computer that may have occupied a large room in 1952 is today less than the size of a dime.

Finally, according to an encyclopedia web site, a fifth generation of computers is based on artificial intelligence and is still in development, though there are some applications, such as voice recognition, that are being used today. The use of parallel processing and superconductors is helping to make artificial intelligence a reality. Quantum computation and molecular and nanotechnology will radically change the face of computers in years to come. The goal of fifth-generation computing is to develop devices that respond to natural language input and are capable of learning and self-organization (the fifth generation of computers, p. 4). Moreover, this generation of the computer may have a strong impact on the use of computers in education.

2.2 When did the computer come into education?

In the mid 1960s, the history of computers in education began with Computer – Assisted Instruction (CAI) and one of the main reasons was to help language learners. At that time, computers were in their third generations, they were expensive, larger, and limited in what they could do. Today as Anthea Tillyer (1996) points out the internet has started to be commercialized and it has been expanded and improved so that schools and institutions can be linked to share data, information, music, video, and other resources. Teachers in the humanities have recognized the benefits of computers as a research and teaching tool (p. 3- 4).

Anthony Leal (2003) claims that the first time computers were used in the school settings no one knew whether they would help or hurt education, but he said that the computer is considered a major technological innovation that has affected students and adults language learners (p.1).

Today, the role of these technologies in language learning and teaching is called Computer Assisted Language Learning (CALL), which according to the wikipedia definition, is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element (computer-assisted language learning, p.1).

Phil Hubbard (2007) mentioned that CALL could refer to any language learning or teaching that involves the computer in a significant way. CALL could be: one student on one computer with interactive software, two or three students on one computer with interactive software, students on computers interacting with other students (computer-mediated communication), students on computers working with web-based language content, students interacting with one another and a teacher through a computer (online class), a teacher using a single computer and large monitor or data projector for class instruction and other options (p.19). It is the last example of CALL above that this study is going to address, the use of a simple computer and large monitor or data projector for class instruction and other option.

CALL uses programs to present a stimulus to which the learner must respond. The stimulus may be presented in any combination of text, still images, sound, and motion video. The learner responds by typing at the keyboard, pointing and clicking with the mouse, or speaking into a microphone (Computer-Assisted Language Learning, p.1).

Richard Kern and Mark Warschauer (2000) claim that there are three approach that computer technology uses to apply CALL programs: perspective, cognitive and sociocognitive. They said that perspective approaches to CALL programs consists of grammar and vocabulary tutorials, drill and practice programs and language-testing instruments, strictly following the computer as tutor or model. Cognitive approaches to CALL programs tend to shift agency to the learner. They provide opportunities for problem solving and hypothesis testing, allowing learners to utilize their existing knowledge to develop new understandings. Last, sociocognitive approaches to CALL are used as a vehicle for interactive human communication. For instance, word processing facilitates the invention, revision, and editing processes of writing (p.5).

Authors such as Warschauer, M., and Healey, D. (1998) comment that the history of computers used in language teaching can be roughly divided into three main stages; Behaviouristic CALL, Communicative CALL, and Integrative CALL.

Behaviouristic CALL, conceived in the 1950s and implemented in the 1960s and 1970s, could be considered a sub-component of the broader field of computer-assisted instruction. Informed by the behaviourist-learning model, this mode of CALL featured repetitive language drills, referred to as drill-and-practice. In the early 1980's communicative CALL emerged, which stressed that CALL activities should focus teaching grammar implicitly and were creating greater possibilities for individual and group work. Finally, the new perspective on technology and language learning, which has been termed integrative CALL, seeks to integrate various skills (e.g., listening, speaking, reading, and writing) and also to integrate technology more fully into the language learning process (p. 1-2). Then, this new perspective that focuses on the four micro skills and integration of technology are the basis for the front teaching methodology proposed in this paper.

Nowadays, the use of a computer is used not only to help language learners but also, as Christine N. Sabieh (2001), says technology is being used to change and modify the way English is taught (p.2).

2.3 Research and Analyses in the field of CALL

Ferit Kiliçkaya (2007) said that there are not many studies regarding the use of efficacy of CALL. First, she points out that technology came into use in the language classrooms with films, television, and language labs having video tapes and audio cassettes. She also claims that many researchers, in search of the best way to acquire a foreign or second language, now use CALL in language classrooms to find out its effects on language learning (p.2). Below are some studies that compare Computer Assisted Language Learning with traditional lessons.

First, Kulik and Kulik as cited by Ferit Kiliçkaya (2007) surveyed more than 500 students, which compared learners who received computer-assisted instruction with the learners who received traditional instruction. They found that learners tend to learn more and in less time with computer-assisted learning (p.2-3).

Second, Nagata's study in 1996, as cited by Ferit Kiliçkaya (2007) included twenty-six students from Japanese classes. She shows that given the same grammar notes and exercises, ongoing intelligent computer feedback is more effective than simple workbook answer sheets for developing learners' grammatical skill in producing Japanese particles and sentences. She concludes that computer feedback is more

effective than simple workbook answer sheets for developing learner's grammatical skills (p.3).

Third, Nutta's study in 1998 as cited by Ferit Kiliçkaya (2007) surveyed 53 students enrolled in an intensive academic ESL institute. It compared teacher directed and computer based methods of grammar instruction. The results showed that computer-based students scored significantly higher on open-ended tests than the teacher-directed students. No significant differences were found between the computer-based and teacher-directed students' scores on multiple choice or fill-in-the-blank tests (p.3).

Fourth, Warschauer and Healey (1998), claim that the effectiveness of various CALL materials has depended on pedagogical designs and the way teachers use these materials. When computers are appropriately used, they will improve the learning process in a different way and they added that CALL has had several effects on the foreign language learning process. They concluded that such CALL applications are interesting, help students learn more interactively, and motivate students in language learning (p. 57).

In addition, Pawling's study conducted in 1999, as cited by Ferit Kiliçkaya (2007) aimed to evaluate the feasibility and effectiveness of a CD-ROM as a tool for research- based language learning by saying that the CD-ROM is potentially a liberating instrument for teachers and learners. It has the special facility of incorporating practice in all four-language skills in a multimedia package using video, text, photograph, and sound (p.2).

Yang (2001) as cited by Ferit Kiliçkaya (2007) also makes his point of the effectiveness of CALL. In his study of fifty-five students, he concludes that students benefited from maximizing the language and learning link in computer-mediated environments, particularly web based instruction (p.3).

Next, authors such as Jeremy Harmer, Graham Davies, Wainer, LeLoup, Alison Piper, Ponterio, Warschauer, and Anthony Leal make the following analyses on connecting computers in language learning and teaching. They claim that the uses of computer in Language Teaching include the following: reference, teaching and testing programs, E-mail exchange, and the Internet. These uses of CALL below can be generally related to the thesis question because they can raise students' awareness, and motivation.

2.3.1 CALL as Reference

Harmer (2001) said that the greatest potential for the computer in language teaching is as a reference tool. There are many popular encyclopedias, available CDROMS such as Encarta, Grolier, Hutchinson. Other computer references related with sport, animals, aircraft design, music, and history are also available. The computer also provides a number of ELT dictionaries, with spoken pronunciation of words and practice exercise and activities (p.146).

2.3.2 CALL as Teaching and Testing Software

Graham Davies as cited by G. Leech and C. Candlin (1986) pointed out, "Language testing is an obvious computer application. Indeed testing is frequently associated with computation" (p.99). He also says that computer-based English language testing (CBELT) can contribute to our understanding of learners' language. In addition, Wainer as cited by G. Leech and C. Candlin (1986) argues, that one of the great points of computerized tests are: improved test security, the individual can work at his or own pace, each tester stays busy productively, and there is immediate feedback (p.107).

2.3.3 CALL as e-mail exchange

Harmer (2001) suggests that students can take profits of email in several ways; first, it allows them to communicate with people all over the world. They can make pen friends or mouse friends or be in contact with different schools. It may also promote written fluency and it may give students a real chance to communicate (p 148).

Anthony Leal (2003) said that the use of e-mail is very helpful for teachers to teach the second language students in an ESL writing class. There are a number of activities teachers can use to incorporate e-mail into their repertoire of teaching L2 students. For instance, using dialoguing. Teacher can start a topic and send the message to all students. Students can communicate back. Students can also share journal writing, ask and answer questions, request progress reports, send updates to the teacher, send class mailing lists, social events, and send announcements to their peers (p.2).

2.3.4 CALL and the Internet

Harmer (2001) sees the internet as a potential tool for students and teachers. They can go and visit a virtual museum for a project on history or science. There are web sites, which offer information and song lyrics from their favorites groups, and they can access timetables, geographical information, and weather facts. There are also a number of sites designed specially for students of English as a foreign language where they can exchange e-mails, do exercises and browse around reading different texts, and playing games (p. 149).

In addition, LeLoup, Ponterio, and Warschauer, as cited by Anthony Leal (2003) agree with Harmer when they point the Internet is a network of computers connected to each other for communication. The Internet served a great purpose of e-mail, bulletin boards, and newsgroups for ESL students. They also claim that there are a number of websites available for English learners that contain exercises in grammar, vocabulary, writing, or reading (p.5).

Finally, Harmer (2001) emphasizes that one of the real advantages of the Internet is that for the first time, teachers, and students have access to authentic English wherever they happen to be working. There is reading material available, there are audio and video sites too where music, news, and film can be listened to (p.149). The use of internet is used as stimulus for motivation and it contributes to students' knowledge.

2.3.5 CALL as a Word Processor

Jeremy Harmer (2001) comments, "Another main use for the computer in English Language teaching is that computers are ideal for students working on their own. There is also scope for individually word-processed work, which the teacher can give feedback on using the editing program, which comes via e-mail so that teachers can give feedback at their leisure and hand back the work the moment they have finished." Alison Piper as cited by Harmer (2001) suggested that, the most successful educational use of the computer at that time was a word processor, with students grouped around a screen drafting and redrafting collaboratively and the writing takes place on the screen, all the students in a small group can see what is happening and contribute in a cooperative way (p.150). These facts above raise students' attention to various aspects of the mechanics of their writing.

2.4 The Role of CALL in ESL the First Cycle

Teaching English can be much more interesting if teachers introduce new teaching aids in the classroom. As Jeremy Harmer (2001) has stated, “The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills” (p. 37). Sabieh (1995) suggested that the teacher needs to find effective methods and tools to promote learning among students of different levels. She points out that the possible solution lies in the use of the computer, for the computer is believed to motivate and captivate (p.1). As mentioned earlier, CALL is a stimulator for motivation and interest in language learning and it can be applied to the effects of using a computer to front teach on the effectiveness of the lesson.

Lars Mellgreen and Michael Walker (1978) claim, “Language teaching, especially at the beginners` level, should deal first and foremost with the spoken language. This simply means that the student should hear the language and speak it as often as possible” (p. VI). CALL can assist with this need for learning language and speaking activities. Therefore, Hussain A. Dhaif (1989) argues, “One of our aims is to teach language for communication, CALL programs should employ a communicative methodology that will involve the learner in a more meaningful interaction with computer and not merely in manipulating language structures” (p.18). The roles and functions listed below can also be applied at the other levels of instruction.

2.4.1 Seeing language in use

When using new technologies, namely computer programs, students not only just hear language, but they have the opportunity to see it as well. General meanings and moods are often conveyed through facial expression, gestures and other visual aids, which help them to understand better a language. For instance, as Harmer (2001) points out, CD ROMS offer students the chance to study conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voices (p.147). Francisca Soares and Teresa Laborde (2000) argue that working with CD ROMs assist in the development of the capacity of reasoning, concentration, and memory of students, while at the same time promoting self-esteem and autonomy (n.p.).

2.4.2 CALL as a Motivation

Kuang-wu Lee (2000) in his view argues that computers are most popular

among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent (p.3). Jeremy Harmer (2001) also argue that most students show an increased level of motivation when they have a chance to see language in use as well as hear it” (p.282).

2.4.3 CALL and Cross-cultural awareness

Through computer software, students can get as much cultural information as they can. Moreover, most Cape-Verdean students have never been outside of the country or do not have enough information about countries that speak English as a first or second language. Thus, the use of CALL programs allows students to look at situations far beyond their classroom. It brings to the language classroom the living cultures of English speaking countries, namely those of Great Britain and United States or even Nigeria or South Africa, in a way that would be seen by teenagers as meaningful and interesting. CALL programs offer useful information about celebrations, cultures, sports, clothes that help students and teacher to know more about foreign countries.

In sum, from the standpoint of Christine N. Sabieh (2003), one of the roles of computer software plays in the classroom is promoting an effective learning and improves students’ performance. The computer is here to teach, to aid, to tutor, and to facilitate learning and teaching. The computer evaluates the progress and gives him or her the appropriate-personal feedback and it may effectively teach students of all ages (p.13). In addition, according to Kuang-wu Lee (2000) the appropriately implemented role of CALL can contribute significantly to; (a) experiential learning, (b) motivation, (c) enhance student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding (p.1).

2.5 Advantages of CALL

The growth of the use of technology by schools is substantial; schools are adding equipment and developing connections to the national information infrastructure at a high rate. Although the computer is far from being a magical solution to all of our problems in the classroom, it opened doors to many new opportunities.

First, as Husain A. Dhaif (1989), has reported, CALL programs present the

language to the learner through interesting learning conditions and through games and problem solving techniques. They also offer a valuable source of self-access study adaptable to the learner's level providing immediate feedback for error identification and self-correction. Third, using the computer in teaching language can offer unlimited types of activities with considerable potential for learning situations. Finally, the use of software in ELT can be connected to a video for visual input or to a cassette recorder for listening comprehension (p.19).

The appropriately implemented computer program can contribute significantly to improved educational outcomes. Harmer (2001), claims that "One of the great advantages of the computer is that with the right equipment, we can do all this research at home or in self-access centre. We can send students to the computer to prepare for all sorts of task and project work, following up references in course books, or finding out about topics they are interested in. Moreover, many of the programs have excellent visuals and sound, which make the material very attractive" (p.146).

Gerry Knowles, as cited by G. Leech and C.Candlin (1986) argues that if the computer is to be used effectively, there are two important principles to be observed. First, it should do something that a human teacher cannot do, or at least cannot do as efficiently. The computer can write on the screen much faster than a human teacher can write on the board, and can do many totally predictable and repetitive tasks, which for humans are time-consuming and rather dull. This gains useful time for teacher to do things that humans do better than computers. The second principle is that the computer should leave the user with interesting tasks to carry out. The challenge of the new technology is that it gives us a chance to transform the tasks themselves, so that they actually become interesting (p.133-134).

David Hardisty and Scott Windeatt (1989), endorse that CALL software differs from other media in many respects. They can automatically provide feedback on certain kinds of exercises; they can also edit a piece of writing by deleting, moving, and inserting text. Students can work individually, in pairs and in groups, or as a whole class (p.8).

Benicio Galavis (1998) states that using the computer in the classroom brings benefits in several ways. First, it motivates students to learn. CALL software such as videos, pictures, and sound stimulate sight and hearing simultaneously in a way traditional resources do not. The computer can bring support to the learning strategies acquired by students. Lastly, computers with a CD-ROM may provide considerable

input and a wide variety of registers and accents and it provides access to authentic materials and audiences around the world through the Internet (p.27).

Tianwei Xie (1998) claim, “Multimedia language learning programs provide texts, sound, images, and interactive drills. With the help of computer software and the Internet, learners can now study languages anywhere and anytime -- in classrooms, labs, at home or even on the go” (p.1). He also said, “Computers also help instructors to update and create their teaching materials more easily. They can also exchange their products, thoughts and ideas with their colleagues using e- mail, mailing lists, web sites and other tools through the Internet” (p.2). Nevertheless, the use of computer program is that it "attacks" two senses at the same time: sight and hearing. This characteristic makes it a crucial resource when working with autonomous learners.

Chavez (1990) claims that technology together with meaningful tasks and international purposes promoted a positive second language-learning environment, stressing the importance of learner autonomy (p.5). Ikeda (1999), drill-type CALL materials are suitable for repetitive practice, which enables students to learn concepts and key elements in a subject area (p.5). Winter (2002) stressed the importance of flexible learning, learning anywhere, anytime, anyhow, and anything you want, which is very true for the web-based instruction and CALL. Learners are given an opportunity to study and review the materials as many times as they want without limited time (p.6).

In sum, authors such as Brown, Alatis, Jones, Fortecu and Bax as cited by Ferit Kiliçkaya (2007) discussed the following advantages of CALL in the classroom: learner autonomy, repetitive practice immediate and detailed feedback to learners as regards their progress, mistakes, flexible learning, non-linear learning, increased motivation and participation, less frustration and new types of exercises (p.6).

2.6 Disadvantages of CALL

Although proponents have demonstrated the usefulness of computers in ESL classrooms, opponents argue against the usefulness and state why CALL might not be used in the classroom. For instance, the American writer Theodore Roszak as cited by Harmer (2001) argues, “Putting a computer in schools is a bad use of money, pushing our expenditures on other vitally important items such as materials and teacher to one side.” Then, he states, “There are about as many kids born computer-proficient as there are born piano- proficient or poetry proficient. It is mere folklore that all children born since 1980 have mutated into brilliant computer-users.” (p.150). Harmer (2001) also

states that although there are wonders and marvels a-plenty on the internet, there is a lot of rubbish too and worse (p.150).

Jenny Thomas as cited by G, Leech, and C.Candlin (1986) said that classroom language teachers and applied linguistics alike are expressing serious doubts about the pedagogical value of CALL programs. She claims they are based on teaching methods, which have little relation to what we know about second language acquisition. She also claims that most CALL software is aimed at young students in the early stages of learning a second language, and the emphasis in the early stages of language learning is on the spoken word (p.113-116).

Husain Dhaif (1989) has another criticism of CALL. He said that it is a waste of time for learners who do not have prior experience in using computer software. Working with the computer means working in isolation and this does not help developing normal communication. The use of pair work or group work around the computer has been impressive only in theory, but in practice, learners tend to revert to their mother tongue in response (p. 19).

According to Chapelle (2007), a CALL activity should offer the opportunity for comprehensible output. He also added that activities must require the learner to produce linguistic output, not just, “mouse clicks” (p.6). Brown as cited by Ferit Kiliçkaya (2007) also listed the disadvantages of CALL as computer equipment not always being available or in working order, screen capacity (reading passages), students’ familiarity, and negative attitudes towards computers and computer anxiety (p.7). Bax as cited by Ferit Kiliçkaya (2007) concluded that teachers should be trained and provided with pedagogical support. Implementation of CALL requires close attention, critically selected software, and teachers’ and learners positive attitudes. Using CALL requires a lot of time and money for all the necessary arrangements (p7).

Benicio Galavis (1998) reported that although the computer program brings not only positive effects to Language teaching, it also has many drawbacks for teachers and students. First, computers discourage some students and teachers. Many students and teachers reject a change from the traditional class. Undisciplined students have problems working with computers, and computers may not provide the sense of cooperation that can be found in a class with a teacher (p. 27).

Finally, according to the authors such as Brown, Alatis, Jones, Fortecu and Bax as cited by Ferit Kiliçkaya (2007) outline the following reasons to indicate the disadvantages of CALL in the classroom: high cost of equipment and software, low

capacity of the equipments, lack of CALL software of high quality, lack of trained teachers, computer anxiety among students and teachers and they are not suitable for all learners with different learning styles (p.7).

2.7 Guidelines for the Use of Computer in the Classroom

Benicio Galavis (1998) states that concerning the use of CALL programs in the teaching and learning of foreign language, it would be more helpful to consider computers as facilitators of learning, promoters of interaction, resolvers of learners' problems and counselors of their affective needs. He suggests the following set of guidelines that will help to develop your teaching methodologies, for the use of computers in ESL classrooms (p.27).

- Remember that computers and other equipment are just tools, and you have to make them work for you, not against you.
- If you do not feel satisfied with the materials that commercial software may provide; create your own materials. These can be based on the software.
- Motivate students by using computer games for which you have prepared class work materials.
- Create materials for work with the computer which are also related to the teacher-led sessions.
- Make schedules flexible enough as to accommodate individual or small group sessions with the computer.
- Think of the combination of teacher-led classes and computer sessions that best suit your needs.
- Design your own computer oriented tasks for the development of language skills.
- Direct students to the objectives you want them to achieve (these may not necessarily be the same objectives of the software program).
- Use Internet accessibility and create writing and speaking tasks for your students using this computer resource.
- The World Wide Web contains millions of pages you can use to produce reading tasks. Use it to help encourage your EFL students to learn about a wide variety

of cultures and topics.

- You may also design reading tasks using any CD-ROM encyclopedia or program that contains hypertext.
- Encourage your students to use their intellectual potential by assigning them computer tasks such as looking for information in databases, that will make them think and use English.
- Encourage them to use word processors and their applications such as spelling and grammar checkers.
- In order to give a sense of purpose to what your students are going to write, have them write and send real e-mail and faxes: This will provide them with a real sense of communication.
- Make use of web pages or CD interactive programs to generate discussions. Topics can be as varied as your and your students' imagination.

Finally, an ESL website English as 2nd Language, suggested that the principle idea is that the computer is considered as another type of learning tool. Make sure that you prepare the computer before you enter the classroom. This means loading the computer with the chosen material ahead of time. When you begin to use the computer in class, remind students that more experienced computer users should be patient and help less experienced users. Students who are not comfortable using computers should be placed with students who are (CALL use in the ESL/EFL Classroom, p.1).

2.8 Some Practical Activity to Use with Computer Programs

Luis Augusto (1995) states that in a classroom equipped with one computer, the teacher is naturally motivated to create new activities or to improve upon well-known classroom tasks. Teachers must be creative with the computer and use it to benefit their teaching. They can use computers at any stage of the lesson plans (warm up, presentation, practice, and production (p. 28). Below are some ways teacher can use CALL technology to front teach with a computer.

Computer for pre-warm up activity

According to Luis Augusto (1995), the teacher can use a computer program for

several pre-warm up activities. For instance, before students enter the classroom, teachers can write some question on the board about important people, for example Martin Luther King Jr. Then, the computer is left on running a multimedia encyclopaedia CD-ROM programs with which the students are familiarized. Five or ten minutes before the class begins, the students will try to answer the questions by searching for the necessary information in the encyclopaedias CDROM (p.28).

Computer for Warm up activity

Luis Augusto (1995) claims that through CD-ROM programs a teacher shows a video or an historical of United States or South Africa and after showing the video, he or she invites students to guess and quiz themselves orally, individually, or in pairs, about the information they were just exposed to (p.28).

Computer for Presentation activity

Luis Augusto (1995) adds that we can also use software for presentation stages. There is a great supply of CD-ROM programs available that target grammar. While presenting this program, the teacher encourages the students, one at the time to interact with the program. The teacher can also divide the class into groups using a vocabulary software program, which provides pronunciation. The teacher will click on an item in such way that the whole class will be able to listen to the new word, but only the members of one group will see its meaning on the computer screen. After the computer reads the new word three times, the groups, in turn, will mime or explain with their own words the meaning of the new word presented (p.28).

Computer for Practice activity

Through Computer programs, students can practice listening, writing, reading speaking, drilling, and using a wide variety of learning activities. Taking an example for practice activity, Luis Augusto (1995) points out that “The teacher splits the class into teams. Each player answers one question. If the answer is wrong, one member of the other team has the chance to answer. The teacher must use a grammar or vocabulary exercise program” (p.27).

Computer for production activity

The computer program can also be used for production stage. As Luis Augusto

comments, “The teacher starts a debate on any controversial topic, such us as the ecological impact of building a nuclear plant compared to its possible benefits. Then by using the computer as a resource for information, students will debate the pros and cons of nuclear energy” (p.29).

In short, to really understand many activities with computers, first it is important to know that the computer can be treated as just another teaching tool (Radio, TV, or even board) and it can be used for many stage of the lesson, depending on the needs and interested of learners and teacher. As Christine N. Sabieh (2001) states various activity type programs exist in computer-assisted learning such as simulation, problem solving, games, tests, drill (p.3).

III. Methodologies of the Field Research

The objective of this chapter is to explain the methodology used to test the effectiveness of using a computer program to front teach in terms of participation and attention to the lesson. In order to achieve my goal, I will first observe four lessons without a computer program to front teach. I will use a tally sheet as a tool to measure the following behaviour specific behaviour that can reflect the effectiveness of a lesson. These behaviours include: side conversation, leaving the classroom, the use of mother tongue, not paying attention, sleeping in the class, participation, and students making questions or doubts, and drinking or eating in the class.

Then, in another lesson but with the same four classes and teacher, I will bring the computer to the front of the class to be used as a part of the main lesson. The computer lesson will be used to practise what was taught with traditional methodologies. The students will go to the multimedia classroom and they will sit in a circle around the screen. The computer will stay in the front of the classroom. The computer will be connected to a LCD projector that will make the image large enough for every student to see the program. For the purposes of this study, the teacher will use the computer in the production and practise stages of the lesson, but this methodology may be used at other times in the lesson as well.

The particular lesson used in this research will be an animated scene. The scene begins with a teacher and students greeting one another. Then, there is a vocabulary / pronunciation drill, where students are shown images of vocabulary items and asked to repeat the vocabulary item associated with the image. Next, there are exercises asking students to match words with the corresponding picture. These are the same vocabulary items used with the previous exercise. The teacher either asks students to come up to the front or for the students to give the correct answer and the teacher inputs the data to the computer.

I will then compare the four traditional lessons observed with the four-computer lesson to find the effect of the front teaching method with the computer. I will analyze the data to find the major influences of the use of computer programs on the students behaviours observed. Lastly, I will make conclusions based on the results of the field research and I will make suggestions for further studies within the field of CALL.

This study will be implemented in Centro Educativo Miraflores in Palmarejo Grande with students and teachers from first cycle in English class. This school is a young private Catholic school that includes not only secondary school, but Kinder-Garden and primary school as well. It is considerably different from others schools in Cape Verde because it is the second school in Cape Verde that students start from Kinder-Garden and finish 12th grade. It has the best-sophisticated technology and when there is no energy in the classroom, they have a big generator that maintains electricity.

I chose this school for several reasons: first, I teach in this school and my study could more easily be applied there. There is also a multimedia classroom and one of the school's philosophies is to give teachers freedom of using several ways of audiovisual language in their lessons. This multimedia classroom is equipped with TV, DVD, Video, Overhead, and LCD projector. Computers are also present in this school. Therefore, it is more suitable for me to conduct research in term of technologies in this school than another school.

The total numbers of students in the class is thirty-six with ages ranging from eleven to fourteen years old. They come from different socio-economics backgrounds. Some of them have computers at home, and some do not have one at home. This diverse population represents all aspect of Cape-verdean society and the results of the study could be applied to the general population or to any school with students of diverse backgrounds.

Lastly, I will give specific teachers, who have either already completing pedagogic training at Institute Superior Education (ISE) and who are at the end pedagogic training at ISE a short questionnaire to find out their opinion of how they use a computer program to front teach, what stages of the lesson they use computer program to front teach, what are the effects of computer technology on students participation and motivation, what are the advantages and disadvantages of CALL and so on I hope that these information from teachers would be helpful to support the thesis questions of this paper. I chose these teachers with pedagogical training because they can give qualified answer and they are usually more open to new methods. With this survey information, I

will compare the results of the both sets of classroom observation with teachers' questionnaires.

IV. Results and Analyses

This chapter will present the results and analysis of the study. It will attempt to show the effect of using computer technology on participation and attention in first cycle English classroom in Cape Verde.

4.1 Classroom Observation

I was expecting that the computer program would decrease most of the negative behaviours observed and that motivation would increase. However, not all of the problem behaviours decreased. Nevertheless, there was a generally positive impact on participation and attention.

These graphs bellow will present the differences in students' behaviour between lessons with computer technology and the traditional lessons.

Figure 4.1. Side conversation

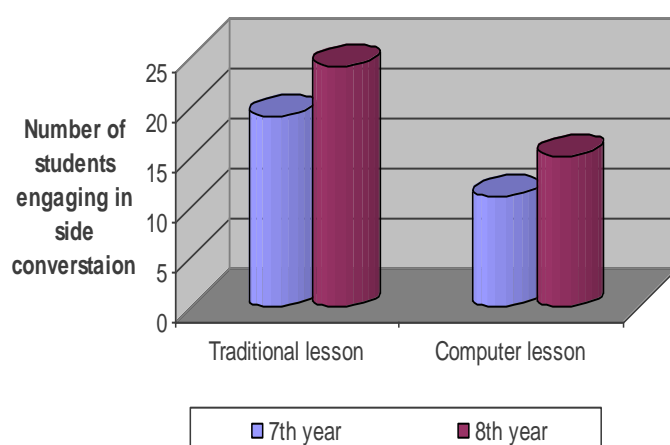


Figure 4.1 shows the change in side conversation in the 7th grade from 52% to 30% and in the 8th grade from 66% to 41%. Side conversation decreased moderately.

Figure 4.2. Leaving the classroom

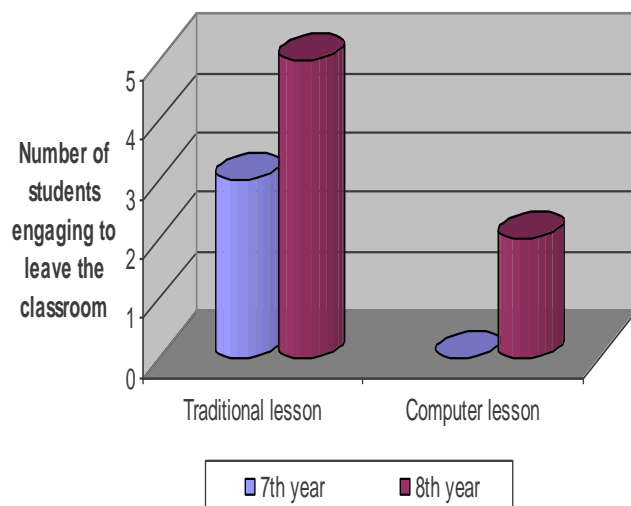


Figure 4.2 shows 7th grade students normally asked to leave the classroom in the traditional lesson, 8.3%.

However, in a computer lesson, they did not ask to leave the classroom.

While in the 8th grade, 13% of students ask to leave in a traditional lesson.

With a computer lesson, this percentage decreased to 5.5. %. There was a significant decreased of students leaving the classroom.

Figure 4.3. Mother Tongue

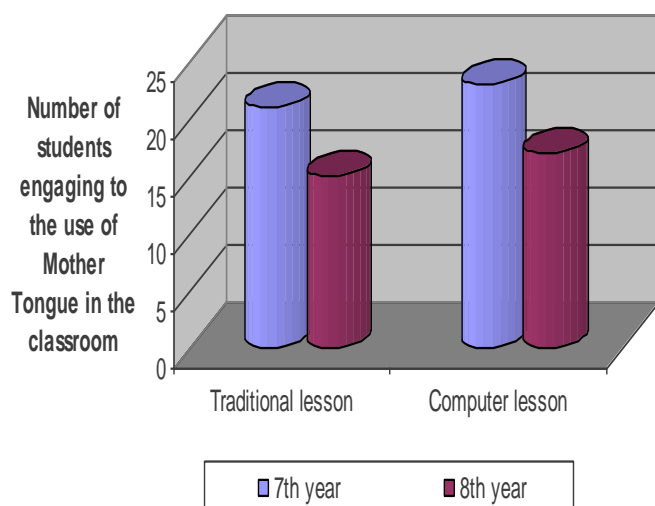


Figure 4.3 shows little decreased use of the tongue mother. In the traditional lesson, the 7th grade use of mother tongue decreased from 61% to 49%.

While 8th grade decreased from 66% to 54 %. This shows the use of mother tongue decreased moderately.

However, the type of mother tongue use changed. This phenomenon will be discussed later in the analysis of the results.

Figure 4.4. Sleeping in the classroom

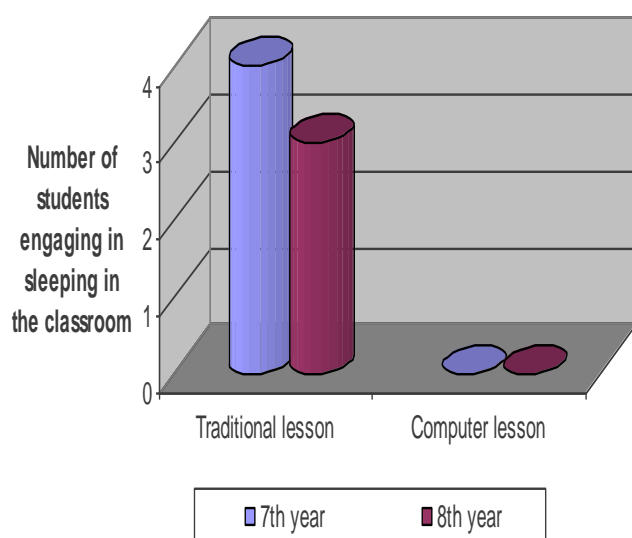
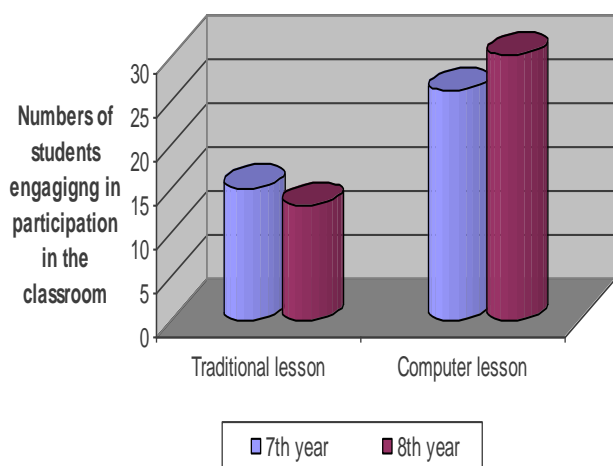


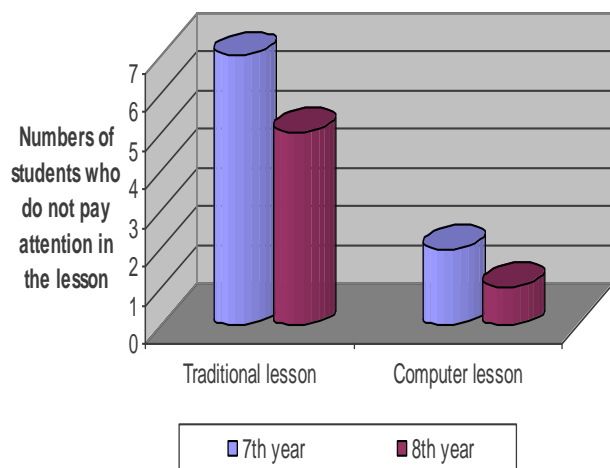
Figure 4.4 shows that 8.3% students in 7th grades slept in the class. While in the 8th grade, 5.5% of students slept in the classroom in the traditional lesson. With a computer lesson, students from 7th and 8th grades did not sleep in the classroom. Therefore, sleeping in the classroom change significantly in the computer lesson.

Figure 4.5. Participation



According to figure 4.5, participation in the 7th grade changes from 41.1% to 72.2% and 8th grade from 36.1% to 83.3% respectively. It is clear that participation in the computer lesson increased significantly

Figure 4.6 Not paying attention



This figure 4.6 illustrates the changes in students not paying attention to the lesson in 7th and 8th grade. In 7th grade, there was a decrease from 22% to 8%. In 8th grade there was a decreased from 16% to 5.5%. This shows that computer lesson improve students' attention to the lesson.

Figure 4.7. questions and doubts

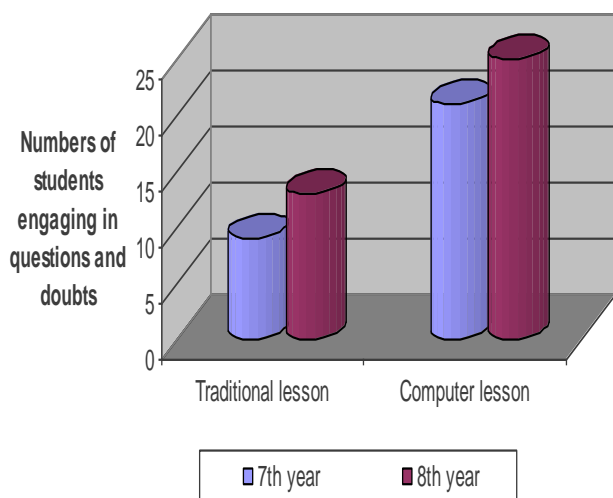


Figure 4.7 shows the changes in questions and doubts in the 7th and 8th grade. In 7th grade, it changes from 25% to 58% while in 8th grade it changes from 36% to 69%. Questions and doubts change moderately, indicating an increased attention to the lesson.

As my literature review demonstrates students' reaction to the computer software is not the same as to the traditional lessons. Therefore, this data supports the literature review. The students observed were strongly motivated by the computer software and the teacher took advantages of using computer program in the lesson. There were positive attitudes and feedback towards computer programs among the students and the teacher. During the lesson with the computer program, the teacher several times uses these expressions to give positive feedback to students; great, excellent, beautiful, very good, good job. The teacher did not spend more time writing on the board and the lessons contained more in oral production (listening and speaking skills).

According to the findings in the classroom observation, the following conclusions may be drawn:

First, the most strongly effected behaviours of using a computer program to front teach included participation. Students from 7th and 8th grades participated more in the computer software than the traditional lesson. Other strongly effected behaviours of using the computer program to front teach included; questions and doubts, no sleeping, and leaving the classroom only for 7th grade. There was a significant increased of students' attention with the computer program. The students also made more questions and doubts in the computer lesson than the traditional lesson and they did not sleep with the computer program to front teach. Leaving the classroom changed significantly for 7th grade students. In 8th grade, it changed only moderately.

Second, the amount of the use of the mother tongue and side conversation was not strongly effected when the computer was used to front teach; however, there was moderate change. The type of mother tongue used with the computer program was considerably different from the traditional lessons. For instance, the type of mother tongue used were only related to the issues of the lesson, and when they were checking that they understand or making questions about the instructions. This type of mother tongue used with the computer technology was not intended to disturb the lesson nor was it the product of student boredom.

Side conversation also changed moderately and the way they were making side conversation with the computer program to front teach was different from the side conversation in the traditional lessons. Students were not speaking in loud voices and they were discussing the topic of the lesson. In the traditional classrooms the side conversations were louder and the topic was usually not the lesson. The change in the type of use of mother tongue and side conversation indicates that students were interested to participate in the lesson.

In addition, although these aspects mention above are not directly to the designed of the research I noticed some interesting things during my classroom observation. For instance, when using computer software to front teach, the teacher explored more oral skills than written skills and grammar as compared to the traditional lesson. The teacher also did not spend many times using expressions like; do not make noise, please be quiet, and pay attention.

This research led me to believe that using a computer to front teach is beneficial, and by answering my research question, I would say that there are positive effects on students participation and attention to the lesson, but there were some surprises. Taking an example of negative behaviour during the computer lesson, I thought that with the computer lesson disruptive students would not disturb the lesson. Another surprise was eating in the classroom. They continue to do so in the classroom.

To conclude we can argue that not all classroom problems can be solved by computer software to front teach, but there are many positive aspect to using of this method. For instance, students are more participative and attentive to the lesson with a computer program than traditional methods.

4.2 Teacher questionnaire (See appendix 2)

One of the objectives of teacher questionnaire is to find out teachers' opinions concerning using computer program to front teach, and to find out if there are any similarities between the classroom observations and the teachers' responses. Four (4) out of ten (10) teachers (40 %) normally make use of a computer in their lesson, and six (6) out of the ten (10) teachers (60%) normally do not use computers in their lesson. The four teachers who use computers in their classroom will be identified as teachers A, B, C, and D. Their responses are included in tables 4.2 and 4.3 below.

Table 4.1 Teachers' opinion of computer use and effectiveness

Teacher A	As an auxiliary material (web research, power point)	It is a new source of information for teacher and students It provides students a great class environment
Teacher B	To help students pronunciation	Students are more confident about what they are learning The activities are not boring, they are dynamic
Teacher C	To increased students motivation and participation.	Students are intrinsically motivated and they always participate in a lesson
Teacher D	To develop students listening skills	It is a helpful tool for teacher to develop oral skills Teacher saves more time

Regarding the stages of the lesson used with the computer, two teachers use computer in presentation stages, one uses it for production and one for warm up. Related to the effect of computer on active participation in the class teachers claim the following:

Table 4.2 The effect of computer on active participation.

Teacher A	Students normally feel excited and more patient
Teacher B	Students pay more attention and avoid making noise.
Teacher C	It has a positive effect on students participation and motivation
Teacher D	The lesson is more active, enjoyable, and interesting

Would you recommend others teachers to use computers in the class? Yes or no justify?

Seventy (70 %) of the respondents stated that they would recommend the use of the computer to other teachers because it is a modern teaching tool, and teachers easily could explore the four micro skills. Students will be better prepared to use language communicatively. Thirty (30 %) of the respondents stated that they only recommended the use of computer if teachers were well trained, and if teachers know how to use it and if there is enough computers and electricity in the school.

Analysing the responses of the teachers, we can affirm that there were many similarities between my classroom observation and the teachers` responses. The benefits and challenges of using computers in Capeverdean classroom are many. Table 4.3 below outlines the opposing views of using a computer in the classroom.

Table 4.3 advantages or disadvantages of using computer

Advantages	Disadvantages
It engages students in a fast learning process.	A machine may replace the figure of the teacher in the future.
It is powerful teaching tool	The machine is expensive.
It saves time.	If you have problems with electricity, there is no lesson.
Students will learn faster. Some aspects of the lesson are illustrated.	It requires teachers' mastery of computer.
When it is well organized, there are many resources.	No response

As we can see from the table, the main advantages of using a computer program to front teach includes increasing students` motivation and interested in a lesson.

VI. Recommendations and General Conclusion

The main objectives of this chapter are to provide some recommendations teachers concerning the use of CALL the Ministry of Education and its importance to Cape-Verdean educational development. I also make some recommendations to teachers in the field concerning CALL and my front teaching methodology and how to implement its use in the classroom. Next, I indicate how this work should be taken advantage of in the ESL community. Then, I shall recommend some areas for further research concerning CALL in Cape-Verdean English classrooms. Finally, I will conclude this and discuss its general contribution to the use of CALL in Cape-Verdean ESL classrooms.

The use of a computer aided language teaching and learning is still in the beginning stages. Language educators need to continue to explore possibilities and the feasibility of using computers to teach languages. This is especially true in Cape Verde and it is a challenge for Cape-Verdean teacher to use software in their every day lesson, because they face problems such as the physical aspect of classrooms (plugs, energy) and the lack of qualified teachers with computer technology experience and the lack of available CD ROMS. To overcome this situation, The Ministry of Education should put more computers in the schools in order that teachers use it not only for administrative purposes, but also for pedagogical purposes.

In order to understand how teachers can use a computer technology to front teach, the following strategies is recommended; before using the computer program to front teach, prepare your lesson well and connect the LCD projector, so that every students can see it. While using the computer program to front teach, maintain eye contact with disruptive students because they may disturb the lesson, encourage shy students to participate more and more in the lesson, use the board to reinforce the

explanation. After using the computer software to front teach, ask students to comment on the lesson. Their opinion may be useful for the next CALL lesson.

In general, teachers can use CALL to front teach for several purpose; it can be use to provide a cultural information through CDRom. Teacher can also use it to motivate them to learn English by giving available websites (See appendix 5).

The benefits of using computer program to front teach are many. They include increasing students' attention, participation, motivation, and general information. It also helps students practice the four micro skills, learns language easily and it may be helpful for distance learning. For teachers, computers technology may be the most useful and sophisticated teaching tool when used properly. As my literature review has mentioned, a computer program can be used at any stage of the lesson. It is important to know that the computer can be treated as just another teaching tool and it can be used for many stages of the lesson, depending on the needs and interested of learners and teachers. As Christine N. Sabieh (2001) states, various activity type programs exist in computer-assisted learning through simulation, problem solving, games, tests, drill (p.3).

In addition, in this research, the focus was intended to observe the effect of computer technology using a computer to front teach on students participation and attention. I have demonstrated that there is a positive change with the computer program to front teach on students' participation and attention to the lesson. However, more research should be conducted about the effect of using a computer program to front teach and learning English as a foreign language at several level of instruction.

The following questions could guide further research in the future:

- What are the specific effects of computer's multimedia elements (text, audio, and video) on students' motivation?
- Can computer technology replace the teacher?
- What are the effects of computer program in distance learning?
- Which multimedia is the most effective for students at different levels?
- Can internet influence students learning a foreign language?
- Is there any significant difference between students' attitudes towards computers?
- Are there any differences towards computers according to gender?

- Are computer games an entertaining way to learn among the younger students?
- Can e-mail exchange be useful to improve ESL writing?
- Can computers play an important roll in our schools?

Finally, as Warschauer and Healey (1998) comment when computers are appropriately used in a lesson, they will improve the learning process in different way (n.p). Cape-verdean ESL teachers should also be able of take advantage of this technology and use it to help students. This paper has demonstrated the truth towards this statement and recommends the audience to use this paper for several purposes. First, it recommends using it as extra materials for their teaching and learning. Second, it recommends using it as general information on CALL and finally it is my best wish for those who read this paper to put into practice what they learn toward the use of a computer technology in their lesson.

General Conclusion

Throughout this research paper, I have demonstrated some uses of new technology as a teaching tool in ESL, and more specifically, I have evaluated the effects of computer software on students' participation and attention through front teaching. A literature review, a classroom observation, and some teacher's questionnaire were conducted. As Martin Philips said, "I believe that computers have much to offer us as English Language teachers and will have more to offer in the future. But with so seductive, so powerful and so pervasive a technology it is vital to develop and maintain a continuous critique" (p.2). I agree, and hope this paper has illustrated the truth towards this statement.

As we approach the 21st century, we realize that technology is a necessity, but it will not be the answers to all of the problems we face in the classroom. However, it has pointed out some positive feedback towards its used in the classroom. Then, what really matters is how we use technologies in a lesson and how the students react to them.

As Saad AlKahtani (1999) points out, today teachers cannot let the technological revolution pass by without using it to serve their language teaching goals (p.9). Cape-Verdeans do not escape from this reality, and our Educational system should apply the

use of computer technology in the classroom. Apart from just using computers in language and learning, teachers should motivate and inspire students to use computers to search English language websites, learning sites, and chat sites. We should also call parents attention to the importance of computer in our lives; there are many language games on the Internet or CDROMS that help students develop their four micro skills.

I believe that Computer Assisted Language Learning is a continuing challenge in the Cape-Verdean educational system because there are some complications of its use in the classroom. For instance, financial barriers that include the cost of hardware, software, and lack of technical and theoretical knowledge are some barriers to the use of Computer-Assisted Language Learning technology in our educational system. However, Cape Verde is developing more and more and the results of this work will become increasingly important.

I also believe that it will have a good impact for our educational system. In the future more Cape-Verdean teachers and students will feel more confident with information technology. As a result, they will also be able to use the Internet to communicate more effectively, practice language skills more thoroughly and solve language-learning problems more easily.

I also agree that computers cannot and never will substitute teachers, but they offer new opportunities for better language practice, and I do not agree with the writer, Theodore Roszak, when he said that putting a computer in the school is a bad use of money. I think that the computer may actually make the process of language learning significantly richer and play a key role in the reformation of a country's educational system.

As Tianwei Xie (1998), claims we need to continue to explore possibilities and the feasibility of using computers to teach languages. Both theoretical and practical issues need to be addressed. We need to continue to do research on the effectiveness of using modern technology and its impact on learning process (p.8).

In sum, this paper should be used to understand how teachers can use computer programs to front teach for effective teaching and it is our hope that this research will be valuable for teachers all over the world, as well for the Ministry of Education of Cape Verde.

Finally, I would like to state how much I enjoyed and learnt working and dealing with computers in the classroom and it is my wish for those who read this paper start to use a computer in their lesson.

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Appendices

Appendix 1

List of Abbreviations and Symbols in this Work

CALL - Computer Aided Language Learning

EFL. English as Foreign Language

ELT. English Language Teaching

ESL. English as Second Language

E-mails. Electronic mail

CD ROM. Compact Disk Read Only Memory.

CPU. Central Processing Unit.

CAI. Computer Assisted Instruction.

ELT. English Language teaching

C.V. Cape Verde.

Mark I. A computer having mechanical counters controlled by electrical devices, developed in 1944

ISE. Instituto Superior de Educação

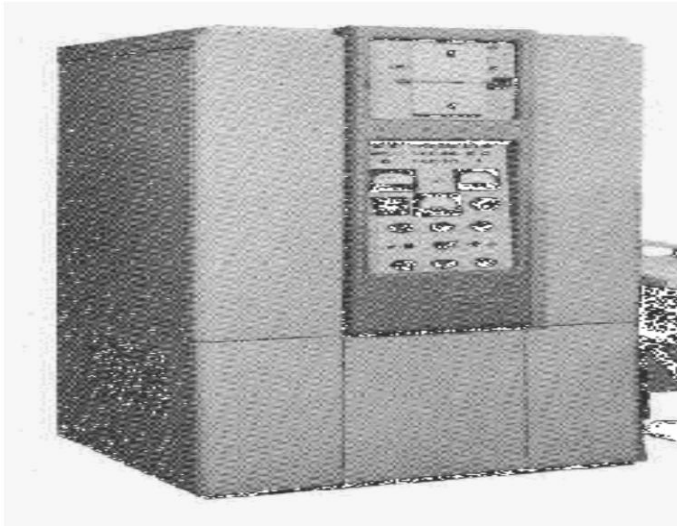
INIAC. Electronic Numerical Integrator and Calculator

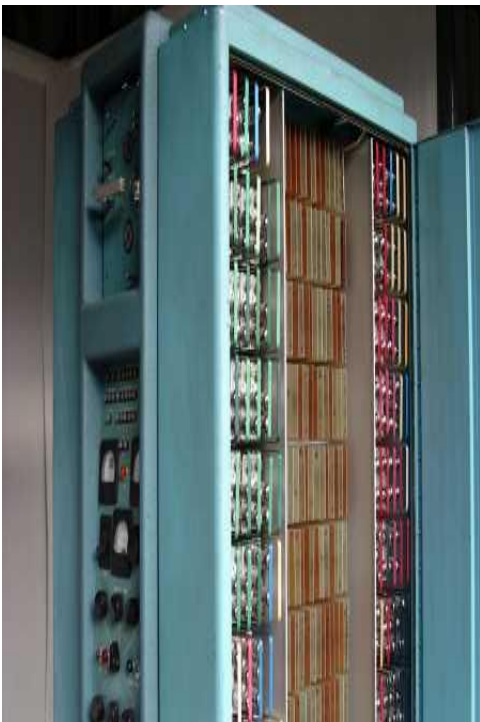
IBM. International Business Machines

UNIVAC. Universal Automatic Computer.

Appendix 2

First Generation Computer





Appendix 3**Tally Sheet**

	Tallies	Total
How often they make side conversation.		
How many students asking to leave classroom.		
How many students are using mother tongue.		
How many students are not paying attention to the lesson		
How many students are doing other work?		
How many students are sleeping in the class?		
How many students are participating in the class		
How many students are making doubts or questions		
How many students are disturbing the lessons		

Appendix 4

Questionnaire

Dear Teachers:

Please take a few minutes to fill out this questionnaire, which will greatly aid teachers of different schools to deal with the use of computer technology in first level English classes in Cape Verde. Only you, as a teacher, can answer these questions meaningfully. Since this questionnaire is only being distributed to a limited numbers of teachers, your response is highly important to the success of this research project.

You do not need to sign your name and the answer will only be used in combination with others to form statistical data.

1. Do you normally use the computer in your class?

- a) yes b) no

2. If your answer is yes, how do you use the computer in your class?

3. In which stage of the lesson do you use the computer?

- a) Warm up.
 b) Presentation
 c) Practice.
 d) Production
 e) Other _____.

4. Do you find it an effective teaching tool? Why or why not?

5. What is the effect of computer on active participation in the class.?

6. What are the advantages or disadvantages of using a computer in the class?

7. Would you recommend others teachers to use computers in the class? Yes or no justify.

7. In your traditional lessons, (without computer) how often do students engage in the following.

1. Students make side conversation.

a) always b) sometimes c) often d) never

2 .Students ask to leave the classroom.

a) always b) sometimes c) often d) never

3. Students use the mother tongue.

a) always b) sometimes c) often d) never

4. Students do not pay attention to the lesson.

a) always b) sometimes c) often d) never

5. Students do other work.

- a) always b) sometimes c) often d) never

6. Students sleep in the class.

- a) always b) sometimes c) often d) never

7. Students participate in the class.

- a) always b) sometimes c) often d) never

8. Students make doubts or questions.

- a) always b) sometimes c) often d) never

9. Students disturb the lessons.

- a) always b) sometimes c) often d) never

10. Students eat or drinking.

- a) always b) sometimes c) often d) never

9. Did you observe a change in any of the following activities when the computer program was used?

Yes or no. if it is yes what change?

Appendix 5

List of web site that include dictionaries and encyclopedias, links for teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles, literary extracts.

- www.English-zone.com
- www.amazon.com
- www.ESl-images.com
- www.alltheweb.com
- www.google.com
- www.hotbot.com
- www.Deltapublishing.co.uk
- www.Kogan-page.co.uk
- www.macmillanenglishcom
- www.linkenglish.com
- www.oup.pt
- www.longman.com
- www.realbooks.co.uk
- Www.cambridge.org.pt
- www.areaseditores.pt
- www.asa.pt
- www.escolar-editora.pt
- www.protoeditora.pt
- www.santilana.pt
- www.te.pt
- www.englishraven.com/Main.html
- www.mes-english.com
- www.esl-lounge.com
- www.english-4u.com
- www.breakingnewsenglish.com
- www.speak-read-write.com
- bogglesworldesl.com
- [Teachers.com:
developingteachers.com](http://Teachers.com:developingteachers.com)
- www.eslgo.com
- www.tesall.com/teachall/index.pl